

Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



How has January's assignment audit impacted how you look at curriculum and instruction at your school?

OPPORTUNITY

OF A LIFETIME



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Planning Consultancy: Grade-Level Assignments

CSI Cohort Session 4

YOU WILL NEED:

1. Audited assignments
2. Notecatcher
3. Workbook

February 16, 2022

Housekeeping

- ✓ Recording and session materials will be available on the NDE website
- ✓ Please make sure your school is indicated in your Zoom username
- ✓ Based on feedback, we're meeting virtual today rather than in-person. We'll check back in on meeting preferences in March!



Today, we will...

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engage in a consultancy protocol to diagnose root causes and brainstorm strategies



review examples of strategies to increase students' access to grade-level assignments



revisit improvement goals to plan for progress monitoring and change management

Community Agreements

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Stay Engaged

Speak Your Truth

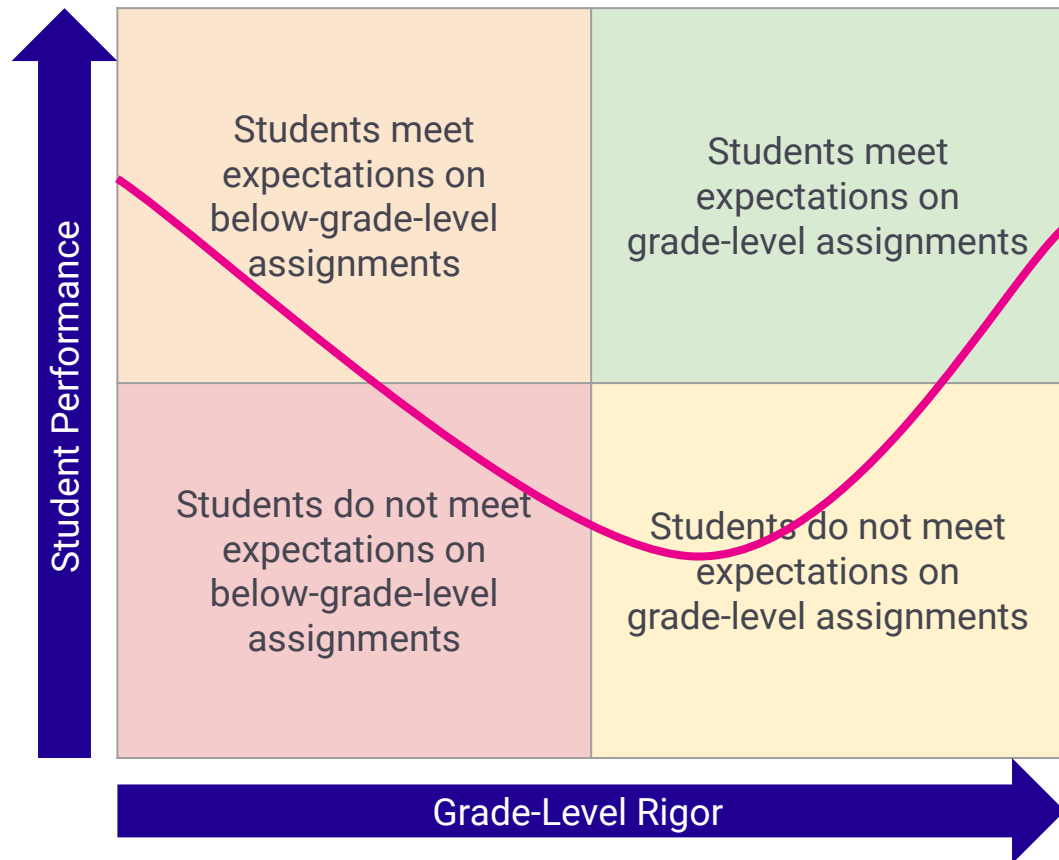
Expect and Accept Non-Closure

Step Up & Step Back

Possess Growth Mindset

Looking back...

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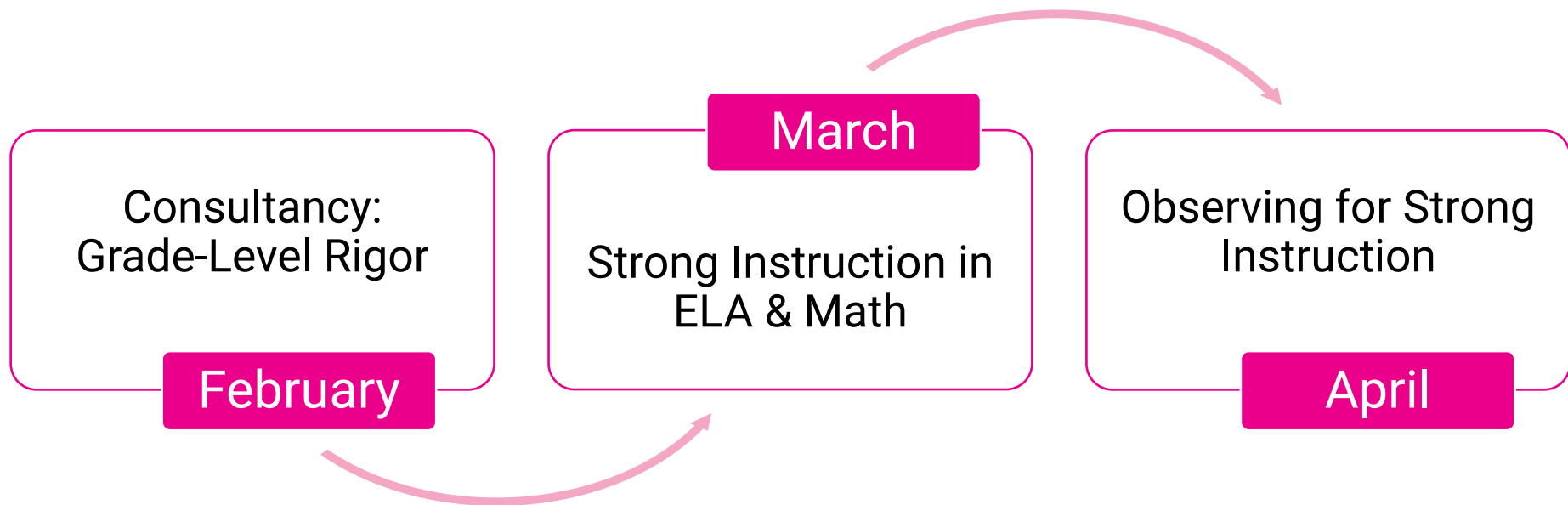
KEY POINTS:

Student work provides evidence of both ***student performance*** and ***teacher practice***.

As assignment rigor increases, performance may dip... but with the right support, that dip is only temporary.

Looking ahead...

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Agenda

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10 Opening

60 Consultancy Protocol

5 BREAK

15 Strategies to Respond to Audit

25 Revisit Improvement Plans

5 Closing

Framing your problem of practice (step 1)

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1. Think About Your Dilemma

Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:

- Is it something that is bothering you enough that your thoughts regularly return to it
- Is it something that is not already on its way to being resolved?
- Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice?
- Is it something that is important to you, and is it something you are willing to work on?

Example: *My 6th grade math teacher, Mr. Spiderman, is modifying assignments from Eureka Math in a way that makes the assignments less rigorous and over-scaffolded. We've adopted HQIM but students are still not being challenged appropriately.*

Framing your problem of practice (step 2)

2. Do Some Reflective Writing About Your Dilemma

Some questions that might help are:

- Why is this a dilemma for you? Why is this dilemma important to you?
- What (or where) is the tension in your dilemma?
- If you could take a snapshot of this dilemma, what would you/we see?
- What have you done already to try to remedy or manage the dilemma?
- What have been the results of those attempts?
- Who needs to change? Who needs to take action to resolve this dilemma? If your answer is not you, you need to change your focus. You will want to present a dilemma that is about your practice, actions, behaviors, beliefs, and assumptions, and not someone else's.
- What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?

Example: *Mr. Spiderman is only a second-year teacher, so I assume he is just trying to help students and doesn't realize he's lowering the bar. We have done a series of content-specific PL on implementing the Eureka curriculum, but our math assessment data has remained pretty stagnant.*

Framing your problem of practice (step 3)

3. Frame a Focus Question for Your Consultancy Group

- Try to pose a question around the dilemma that seems to you to get to the heart of the matter.
- Remember that the question you pose will guide the Consultancy group in their discussion of the dilemma.

4. Critique Your Focus Question

- Is this question important to my practice?
- Is this question important to student learning?
- Is this question important to others in my profession?

Example: *We've invested in HQIM and done tons of PL on it, but students are still doing below-grade-level work and our data's not moving. **What else can I do to help teachers implement our adopted curriculum with fidelity?***



Take 5 minutes to reflect on the results of your assignment audit and draft a focus question.

Capture notes on tab 5. *Consultancy* of our CSI Cohort Workbook.

Consultancy roles & set-up (5 minutes)

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Roles:

- Presenter (whose work is being discussed by the group)
- Facilitator (who times, monitors discussion, and takes notes)
- Consultants (3-4 people)

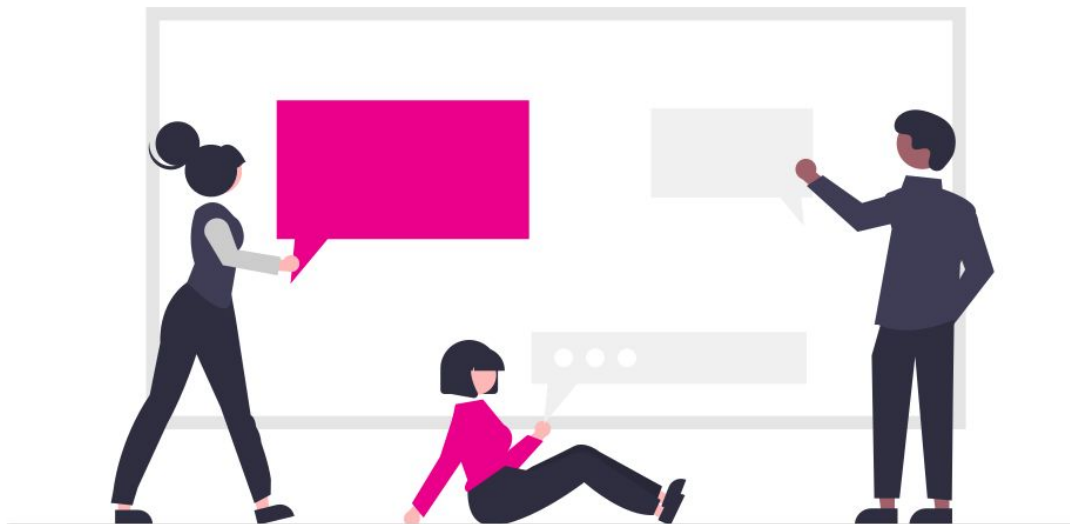
Once in your consultancy groups:

1. Share problems of practice and determine as a group which focus question to interrogate further.
2. Assign a facilitator to guide discussion and monitor time.



A quick caveat

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Consultancy process (45 minutes)

1. Presenter frames their problem for the group and shares any artifacts. (10 min)
2. Consultancy group asks clarifying questions of the presenter. (5 min)
3. Group asks probing questions of the presenter. (10 min)
4. Group talks with each other about the problem. (15 min)
5. Presenter reflects on what they heard and what they are now thinking. (5 min)



Consultancy Protocol

Developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform. Revised by Gene Thompson-Grove January 2021

Purpose

The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

Time

Approximately 50 minutes

Roles

Presenter (whose work is being discussed by the group)

Facilitator (who sometimes participates, depending on the size of the group)

Consultants

Outside perspective is critical to the effectiveness of this protocol; therefore, some of the participants in the group should be people who do not share the presenter's specific dilemma at that time. The Consultancy group is typically a small and intimate one – from 4-7 people. Larger groups can easily subdivide into consultancy groups.

Process

1. The presenter gives an overview of the dilemma with which they are struggling, and frames a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other "artifacts," there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma. (10-15 minutes if there are artifacts to examine)
2. The consultancy group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)
3. The group asks probing questions of the presenter (See Pocket Guide to Probing Questions). These questions should be worded so that they help the presenter clarify and expand their thinking about the dilemma presented to the consultancy group. The goal here is for the presenter to learn more about the question they framed and to do some analysis of the dilemma presented. The presenter responds to the group's questions, although sometimes a probing question might ask the presenter to see the dilemma in such a novel way that the response is simply, "I never thought about it that way." There is no discussion by the consultancy group of the presenter's responses. At the end of the 10 minutes, the facilitator asks the presenter to re-state their question for the group. (10 minutes)

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.



In your groups, share your problems of practice and identify a presenter and facilitator. Then, engage in the full consultancy protocol.

Facilitators, capture notes in tab 5. *Consultancy of our CSI Cohort Workbook.*

Please return by 11:15 am

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Agenda

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10 Opening

55 Consultancy Protocol

5 BREAK

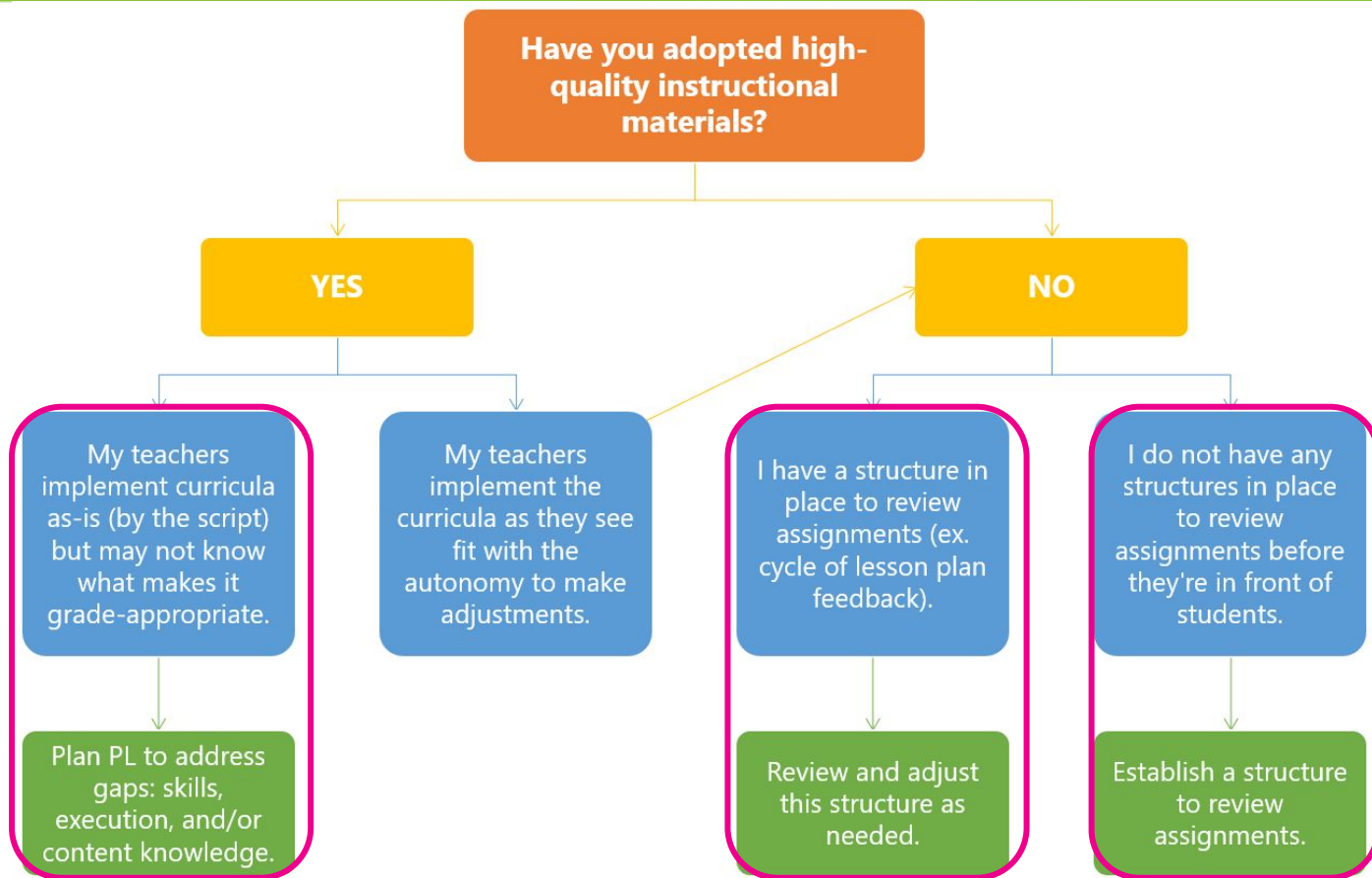
15 Strategies to Respond to Audit

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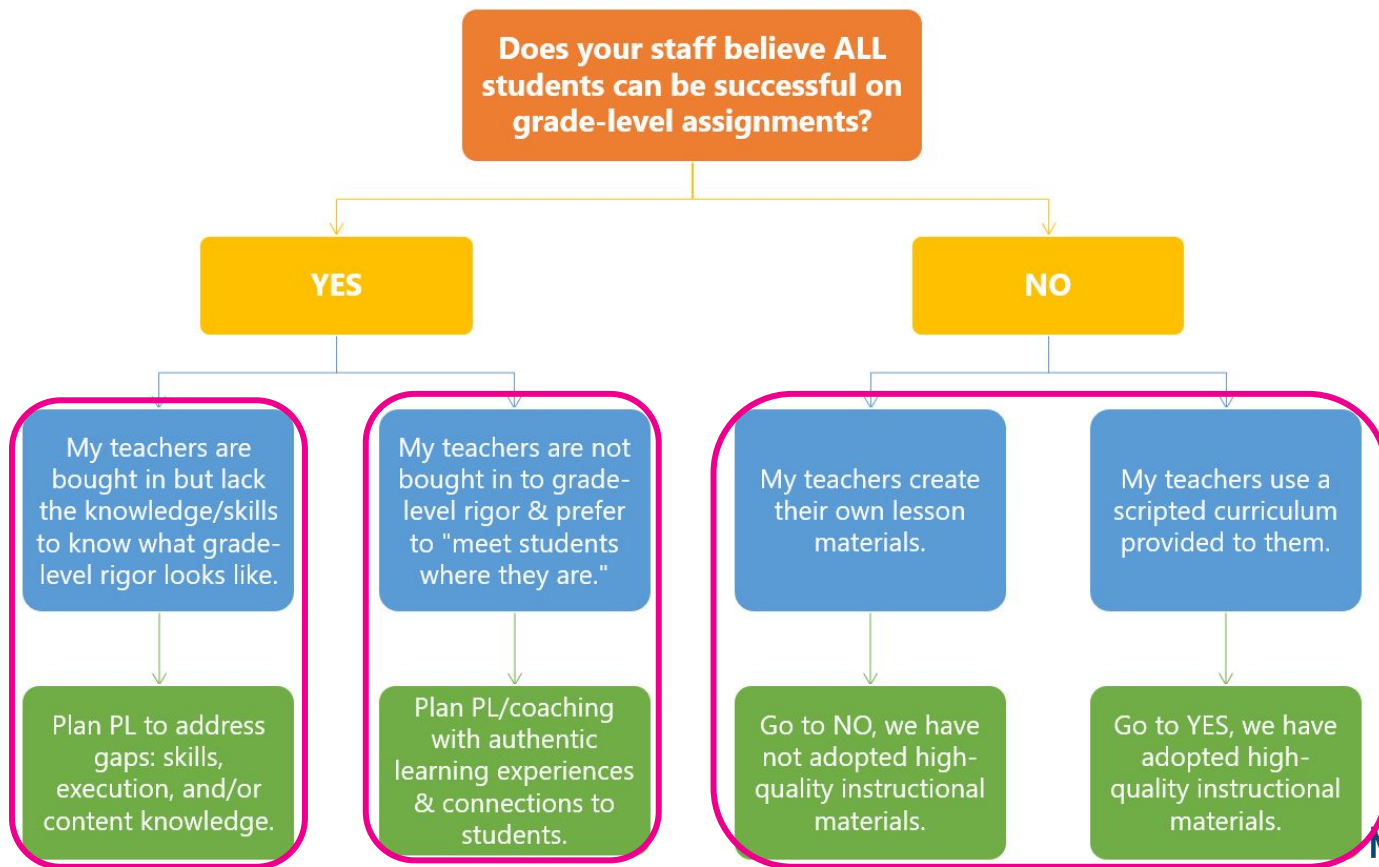
Strategies to address tactical problems of practice

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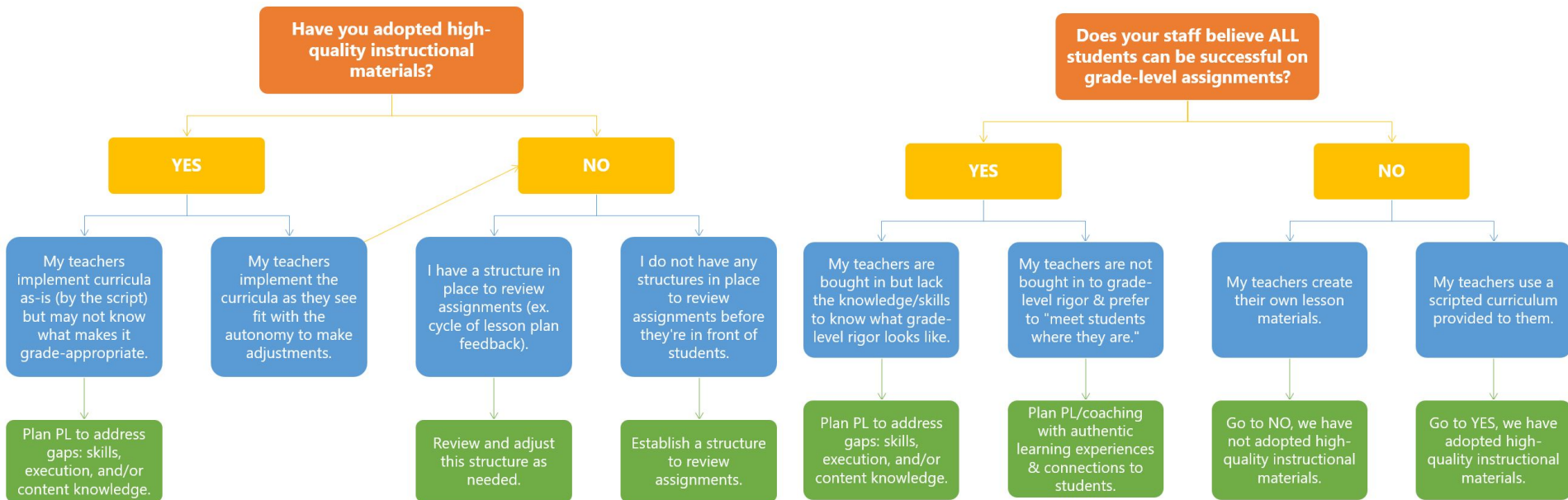
Strategies to address mindset problems of practice

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Where would you situate your school/staff in this moment?

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Based on your audit, where would you place your school/staff? What are you starting to think about in terms of next steps?

Agenda

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10 Opening

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5 BREAK

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Revisit your improvement plan goals

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25:00

- Which goal(s) does this work around grade-level assignments align best with?
- What have the audit results revealed to you about progress toward this goal(s)?
- What are your immediate next steps coming out of this process?
- What mindset challenges might you encounter as you implement next steps?
- How will you handle these challenges?



Capture notes on tab 6. *Next Steps* of our CSI Cohort Workbook.

Reference your notes on tab 2. Vision & Goals if needed!



Before we close out, take 5 minutes to complete the session survey:

<https://bit.ly/csicohort>

We appreciate your feedback to help us continuously improve!





Prework for March: Skim over the following TNTP observation tools for strong instruction adapted for Nebraska:

- [ELA Observation Tool](#)
- [Math Observation Tool](#)

Thank you